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ABSTRACT

In November 1984, all administrators, classified staff, and faculty at Napa Valley College (NVC) were surveyed concerning a wide range of topics related to working at the institution. The survey, which was completed by 17 administrators (71%), 60 classified staff members (42%), 71 full-time faculty members (63%), and 79 part-time faculty members (44%), was designed to determine the extent to which staff members were satisfied with such aspects of the college as college programs and services, equipment, opportunities for professional development, participation in college governance, employer-employee relations, and educational quality. Study findings included the following: (1) more than 85% of the faculty members expressed satisfaction with the college's procedures for admissions, registration, and grade reporting; (2) faculty, classified staff, and, to a lesser extent, administrators expressed a need for increased opportunities for professional development; (3) 80% of the administrators and 41% of the part-time faculty expressed dissatisfaction with teacher evaluation procedures; (4) the majority of classified staff reported that their opinions, ideas, and suggestions were considered seriously by their supervisors, and indicated that they generally received information in a timely manner. The survey instruments and recommendations for strengthening college operations are included. (Author/AYC)

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RESULTS OF THE FALL 1984 SURVEY OF NAPA VALLEY COLLEGE ADMINISTRATORS, CLASSIFIED STAFF, AND FACULTY

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EXECUTIVE SUMMARY

RESULTS OF THE FALL 1984 SURVEY OF NAPA VALLEY COLLEGE ADMINISTRATORS, CLASSIFIED STAFF, AND FACULTY

Dr. Jack Friedlander and Dr. Sharon Gocke

In November 1984 all administrators, classified staff, and faculty at Napa Valley College were asked to complete a three-page survey concerning a wide range of topics related to working at the institution. The survey was answered by 17 administrators, 60 classified staff, 71 full-time faculty, and 79 part-time faculty members. The primary reason for conducting this study was to determine the extent to which staff members were satisfied with such aspects of the institution as college programs and services for students and staff; equipment in instructional programs and offices; opportunities for professional development of staff; participation in the governance of the college; employer-employee relations with respect to open communications and input into the decision-making process; and quality of educational programs and services provided to students. The following is a summary of the major findings of this study.

Over one half of the faculty felt that each of the following academic support services was adequate: materials in the library for their classes, the Writing Lab, and tutoring services. Two of the academic support services that the majority of faculty members evaluated as needing improvement were academic advising/counseling and career advising. With respect to advising, the overwhelming majority of respondents to the staff survey thought that faculty members should be directly involved in providing academic advisement to students majoring in their fields.

Over one half of the administrators, classified staff, and faculty members assigned a rating of adequate to each of the following college support services: clerical support, printing and duplicating, the bookstore, special services (handicapped), maintenance of buildings and grounds, and cleanliness of classrooms and office spaces. Cultural activities and programs available at the college, student government, and the cafeteria were judged to be either somewhat adequate or not adequate by the majority of the college's employees who ventured an opinion about these services.

More than 85 percent of the faculty members reported that they were either satisfied or somewhat satisfied with the college's procedures for admissions, registration, and grade reporting. Of those instructors who advanced an opinion about the placement tests, three fourths indicated that they were either satisfied or somewhat satisfied with the English and arithmetic tests given to students in the SOAAR Program.

Faculty, classified staff, and, to a lesser extent, administrators expressed a need for increased opportunities to participate in professional development activities. High on the list of professional development opportunities that faculty would like to have available at the college were more money and time to attend

professional conferences, workshops, and seminars; support to conduct research projects; and release time to take courses for academic and professional update. Classified staff members were interested in having available courses and workshops that they could take for professional update and career advancement. Administrators expressed the need to have more funds available to attend conferences and workshops.

Nearly eight in ten of the full-time faculty expressed interest in using computers and computer-assisted instructional materials in their courses. Interest in computers was especially high among faculty in the technical areas, health occupations, sciences, mathematics, and business.

Four fifths of the faculty reported that the equipment in their instructional program was either adequate or somewhat adequate. However, when asked to identify the kinds of equipment needed to provide their students with state-of-the-art training, one third of the faculty listed instructional equipment that they thought would benefit the students in their programs.

Eighty percent of the administrators and 41 percent of the part-time instructors indicated that they were not very satisfied with the procedures for evaluating faculty. Full-time faculty were divided among those who regarded the evaluation process as satisfactory, somewhat satisfactory, and not very satisfactory. Most administrators, faculty, and classified staff were generally satisfied with the procedures for selecting and evaluating classified staff.

The majority of classified staff reported that their opinions, ideas, and suggestions were considered seriously by their supervisors, indicated that they generally receive adequate information in a timely manner, were at least somewhat familiar with the way decisions are made at the college, had a clear understanding of the goals and objectives of their office, were at least somewhat satisfied with their role in college committees, and believed that the budget allocations of the college adequately reflect the goals and objectives of their unit or office.

For the most part, the decentralized structure of governance in place at the college is working well. Most faculty members reported that their ideas and suggestions are given serious consideration by their division chair; they receive information in a timely manner; they are at least somewhat familiar with the way decisions are made at the college; and the goals and objectives of their division and of the college are clear. Additional areas related to college governance in which the majority of faculty expressed satisfaction included their involvement in curriculum development, their role in the scheduling of classes, and their participation in college committees.

Faculty were somewhat less satisfied about their relations with senior management. Nevertheless, two thirds of the full-time faculty indicated that they were satisfied with their relations with administrators, and four fifths reported that relations with the Board of Trustees were satisfactory. Just over two thirds of the full-time instructors noted that their opinions, ideas, and suggestions were given serious consideration by the president, the deans, or the Board of Trustees.

More than 90 percent of the administrators, classified staff, and faculty rated the overall quality of education provided to students at Napa Valley College as

average or better. Nearly 80 percent of the full-time faculty regarded the quality of education provided by the college as above average.

Recommendations emanating from this study include the need to expand the role of faculty in the academic and career advisement of students; to provide part-time faculty with more information about the college's academic support services for students; to increase the opportunities for professional development available to all college staff; to expand the use of computers and computer-assisted instruction in instructional programs; to increase efforts to acquire needed equipment for the instructional programs through grants and donations from corporations; to broaden participation of faculty and classified staff on existing college governance committees; to stress continued sensitivity on the part of senior administrators to the importance of having good channels of communication with faculty and classified staff; and to maintain the present structure of decentralized college governance.

RESULTS OF THE FALL 1984 SURVEY OF NAPA VALLEY COLLEGE ADMINISTRATORS, CLASSIFIED STAFF, AND FACULTY

In November 1984 all administrators, classified staff, and faculty at Napa Valley College were asked to complete a three-page questionnaire concerning a wide range of topics related to working at the institution. The survey, which was answered by 17 administrators, 60 classified staff, 71 full-time faculty, and 79 part-time faculty, was designed to determine the extent to which staff members were satisfied with each of the following aspects of the college:

- Academic support services for students
- Admissions and records procedures
- College programs and services for students and staff
- Opportunities available at the college for professional development of staff
- Equipment in instructional programs and offices
- Use of computers in instructional programs
- Staff participation in the governance of the college
- Procedures for selecting and evaluating staff
- Employer-employee relations with respect to open communications and input into the decision-making process
- Quality of educational programs and services provided to students

Staff members' responses to these and related topics are presented in this report.

METHOD

Development of the Survey. A three-page questionnaire was used to gather information for this study. The survey, which contained twenty-one questions, was developed by members of the Napa Valley College Accreditation Steering Committee. The primary reason for conducting this survey was to determine the extent to which staff members were satisfied with the educational programs, services, and working conditions at the college. A copy of the Fall 1984 Survey of Staff used in this study is reproduced on pages 25, 26, and 27 of this report.

Procedures. A copy of the staff survey was distributed during the fourth week in November 1984 to nearly all of the college's faculty, classified staff, and administrators. Completed surveys were returned by 227 of the 458 staff members asked to participate in this study. This represents a 50 percent rate of return. The

response rates for each of the employee classification groups were as follows: administrators, 71 percent (17 out of 24); classified staff, 42 percent (60 out of 143); full-time faculty, 63 percent (71 out of 113); and part-time faculty, 44 percent (79 out of 178).

Analysis of Responses to Open-Ended Items on the Staff Survey. Staff members were asked to provide written responses to the following four questions on the staff survey:

1. What professional growth opportunities do you think should be available at the college?

2. What equipment is needed to provide your students with state-of-the-art training?

3. What suggestions do you have for improving the quality of educational programs and services provided by the college?

4. What suggestions do you have for improving the quality of decision making, administration, and communication at Napa Valley College?

The written responses to each of these questions were copied, word for word, from the staff surveys onto a master list for each item. The written responses for each question were sorted into four categories: full-time faculty, part-time faculty, classified staff, and administrators. The written responses to the staff survey are summarized in this report.

RESULTS

Faculty Satisfaction with Academic Support Services for Students. Faculty members were divided in their opinions of the adequacy of the various student academic support services listed in Table 1. Over one half of the instructors who had an opinion felt that each of the following academic support services was adequate: materials in the library for their classes (59%), the Writing Lab (59%), and tutoring services (54%). Two of the academic support services that the majority of faculty members evaluated as needing improvement were academic advising/counseling and career advising.

TABLE 1

Faculty Ratings of Various Student Academic Support Services[1]

	Adequate	Somewhat Adequate	Not Adequate	No Opinion/ Not Applicable
Materials in the Library for Your Classes				
ALL FACULTY	59%	30%	11%	18%
Full-time	61%	30%	9%	6%
Part-time	58%	31%	10%	32%
Academic Advising/Counseling				
ALL FACULTY	39%	39%	22%	21%
Full-time	30%	42%	28%	5%
Part-time	50%	35%	15%	34%
Tutoring and Related Services				
ALL FACULTY	54%	37%	9%	25%
Full-time	54%	38%	8%	11%
Part-time	53%	37%	10%	38%
Writing Lab				
ALL FACULTY	59%	30%	11%	56%
Full-time	62%	28%	10%	44%
Part-time	56%	32%	12%	68%
Career Advising				
ALL FACULTY	40%	43%	17%	27%
Full-time	37%	47%	16%	17%
Part-time	43%	39%	18%	37%

[1]Percentages based on responses of staff members who had an opinion.

Role of Faculty in Providing Academic Advisement to Students. The overwhelming majority of respondents to the staff survey thought that faculty members should be directly involved in providing academic advisement to students majoring in their field. Less than 15 percent of the faculty did not believe that they should be directly involved in the advisement of students.

TABLE 2

Response to the Question, "Do You Think Faculty Members Should be Directly Involved in Providing Academic Advisement for Students Majoring in Your Field?"

	Yes	Not Sure	No
Administrators	79%	21%	0%
Classified Staff	69%	20%	11%
All Faculty	75%	12%	13%
Full-time faculty	69%	15%	16%
Part-time faculty	78%	9%	13%

Satisfaction of Staff with College Programs and Services. Over one half of the administrators, classified staff, and faculty members assigned a rating of adequate to each of the following college support services: clerical support, printing and duplicating, the bookstore, special services (handicapped), maintenance of buildings and grounds, and cleanliness of classrooms and office spaces. Cultural activities and programs available at the college, student government, and the cafeteria were judged to be either somewhat adequate or not adequate by the majority of the college's employees who ventured an opinion about these services.

TABLE 3

Staff Members' Ratings of College Programs and Services[1]

	Adequate	Somewhat Adequate	Not Adequate	No Opinion/ Not Applicable
Clerical Support				
Administrators	63%	19%	19%	5%
Classified Staff	63%	33%	5%	30%
All Faculty	54%	31%	15%	8%
Full-time Faculty	43%	35%	22%	3%
Part-time Faculty	63%	25%	12%	12%
Printing and Duplicating				
Administrators	59%	41%	0%	0%
Classified Staff	78%	18%	4%	13%
All Faculty	69%	25%	6%	11%
Full-time Faculty	72%	20%	8%	2%
Part-time Faculty	67%	29%	4%	17%
Bookstore				
Administrators	75%	25%	0%	0%
Classified Staff	81%	17%	2%	9%
All Faculty	75%	19%	6%	3%
Full-time Faculty	80%	17%	3%	4%
Part-time Faculty	73%	18%	9%	13%
Cafeteria				
Administrators	50%	13%	38%	5%
Classified Staff	36%	36%	28%	13%
All Faculty	45%	28%	27%	17%
Full-time Faculty	30%	30%	40%	8%
Part-time Faculty	60%	26%	14%	24%
Cultural Activities and Programs at the College				
Administrators	18%	47%	35%	0%
Classified Staff	32%	45%	23%	18%
All Faculty	35%	36%	28%	25%
Full-time Faculty	30%	34%	36%	18%
Part-time Faculty	42%	38%	21%	33%

[1]Percentages based on responses of staff members who had an opinion.

TABLE 3 (Continued)

	Adequate	Somewhat Adequate	Not Adequate	No Opinion/ Not Applicable
Student Government				
Administrators	13%	60%	27%	12%
Classified Staff	29%	55%	16%	46%
All Faculty	34%	36%	30%	43%
Full-time Faculty	24%	42%	34%	27%
Part-time Faculty	48%	27%	24%	58%
Special Services (Handicapped)				
Administrators	93%	0%	7%	12%
Classified Staff	88%	10%	3%	29%
All Faculty	73%	22%	5%	31%
Full-time Faculty	72%	25%	4%	20%
Part-time Faculty	75%	19%	6%	40%
Maintenance of Buildings and Grounds				
Administrators	72%	28%	0%	0%
Classified Staff	70%	21%	9%	3%
All Faculty	72%	22%	6%	5%
Full-time Faculty	67%	25%	7%	2%
Part-time Faculty	72%	17%	11%	8%
Cleanliness of Classes and Office Space				
Administrators	59%	35%	6%	0%
Classified Staff	58%	21%	21%	1%
All Faculty	56%	31%	13%	6%
Full-time Faculty	46%	32%	22%	0%
Part-time Faculty	66%	30%	4%	8%

Faculty Satisfaction with Admissions and Records Procedures. More than 85 percent of the faculty members reported that they were either satisfied or somewhat satisfied with the college's procedures for admissions (88%), registration (86%), and grade reporting (87%).

TABLE 4

Faculty Satisfaction with Admissions and Records Procedures[1]

	Satisfied	Somewhat Satisfied	Dis-satisfied	No Opinion
Admissions Procedures				
All Faculty	59%	29%	12%	13%
Full-time Faculty	58%	34%	8%	8%
Part-time Faculty	61%	21%	16%	18%
Registration Procedures				
All Faculty	56%	30%	14%	13%
Full-time Faculty	63%	25%	11%	11%
Part-time Faculty	51%	33%	16%	16%
Grade Reporting Procedures				
All Faculty	63%	24%	13%	17%
Full-time Faculty	64%	25%	11%	14%
Part-time Faculty	65%	20%	13%	21%

[1]Percentages based on responses of faculty who had an opinion.

Faculty Satisfaction with the Course Placement Tests Used in English and Math. Of those instructors who advanced an opinion about the placement tests, three fourths indicated that they were either satisfied or somewhat satisfied with the English and arithmetic tests given to students in the SOAAR Program.

TABLE 5

Faculty Satisfaction with the English and Mathematics Placement Tests[1]

	Satisfied	Somewhat Satisfied	Dis-satisfied	No Opinion
English Placement Tests Given in SOAAR Program				
All Faculty	47%	28%	26%	56%
Full-time Faculty	46%	28%	26%	37%
Part-time Faculty	53%	18%	29%	73%
Math Placement Tests Given in SOAAR Program				
All Faculty	40%	35%	25%	52%
Full-time Faculty	39%	34%	27%	34%
Part-time Faculty	45%	30%	25%	70%

[1]Percentages based on responses of staff members who had an opinion.

Satisfaction with Opportunities Available at the College for Professional Development

Summary of Responses Made by Faculty. One of the items on the staff survey asked respondents to indicate their level of satisfaction with the opportunities for professional development at the college. Responses to this question revealed that 26 percent of the faculty were satisfied, 36 percent were somewhat satisfied, and 38 percent were not satisfied with the opportunities for professional development at the college.

When asked to identify the types of professional growth activities that should be available at the college, 60 of the 150 faculty members who participated in the staff survey provided written answers to this question. Over 80 percent of the suggestions referred to the need to provide greater opportunities for faculty members to attend professional conferences, workshops, and seminars. Most of the comments pertained to the desire to have more money available for travel and conference fees.

High on the list of professional development opportunities that the faculty would like to have available at the college were more money and time for staff development in one's major field, support to conduct research projects, encouragement to publish the results of special projects, and release time to take courses for academic and professional update.

Four of the full-time faculty members noted that sabbatical leaves should be easier to obtain and that more should be granted. Four of the part-time instructors would like to have greater opportunities for advancement from part-time to full-time status. Very few faculty members cited a need for greater opportunities to work on their teaching techniques or the desire for release time to develop instructional materials for their courses (e.g., computer programs, media, mastery learning exercises).

Summary of Suggestions Made by Classified Staff. There was a lack of consensus among classified staff on the extent to which they felt the opportunities for professional development available at the college were satisfactory. Thirty-five percent reported that they were satisfied and 27 percent said they were not satisfied with the staff development program at the college.

Of the 60 classified staff members who responded to the staff survey, 18 offered suggestions on the types of professional development activities they felt should be available at the college. Most of the suggestions concerned the need to have courses and workshops that classified staff could take for professional update and advancement. Several of the respondents to this item felt that the college should provide release time and tuition reimbursement to employees who take courses related to their jobs.

Summary of Comments Made by Administrators. All but six percent of the administrators were either satisfied (25 percent) or somewhat satisfied (69 percent) with the opportunities for professional development available at the college. Specific suggestions offered by the administrators focused on the need to have more funds available to attend workshops and conferences.

TABLE 6

Staff Satisfaction with the Opportunities
for Professional Development Available at Napa Valley College

	Satisfied	Somewhat Satisfied	Not Satisfied
Administrators	25%	69%	6%
Classified	35%	38%	27%
All Faculty	26%	36%	38%
Full-time Faculty	30%	34%	36%
Part-time Faculty	23%	38%	39%

Adequacy of Equipment Used in Instructional Programs. Four fifths of the faculty reported that the equipment in their instructional program was either adequate (49 percent) or somewhat adequate (31 percent). However, when asked to identify the kinds of equipment needed to provide their students with state-of-the-art training, one third of the faculty who responded to the survey listed instructional equipment and/or audio-visual materials that they thought would benefit the students in their programs.

Computers for use in computer-assisted instruction were included on the lists of needed equipment by 20 of the 50 instructors who responded to this item. This corresponds to the finding of this survey, which revealed that 77 percent of the full-time faculty and 52 percent of the part-time faculty said they would be interested in using computers and computer-assisted instructional materials for their classes.

With the exception of computers and, to a much lesser extent, updated audio-visual equipment (e.g., video equipment, overhead projectors), the remaining instructional equipment needs identified by the faculty pertained to a specific program. Faculty members teaching courses in the sciences, health occupations, physical education, and drafting areas noted that in order to provide their students with state-of-the-art training, they would need additional equipment.

TABLE 7

Staff Assessment of the Adequacy of Equipment
in their Instructional Program or Office

	Adequate	Somewhat Adequate	Not Adequate
Administrators	50%	44%	6%
Classified Staff	45%	39%	16%
All Faculty	50%	31%	19%
Full-time Faculty	43%	35%	22%
Part-time Faculty	59%	24%	17%

TABLE 8

Faculty Interest in Using Computers and
Computer-Assisted Instructional Materials in their Classes

	Already Use Computers	No, No Need	Yes, I Would Be Interested
All Faculty	18%	35%	47%
Full-time Faculty	21%	23%	56%
Part-time Faculty	15%	48%	37%

Faculty Satisfaction with Instructional Facilities. Most faculty members reported that they were either satisfied or somewhat satisfied with the classrooms, laboratory facilities, and office spaces in which they work.

TABLE 9

Faculty Satisfaction with
Instructional Facilities

	Satisfied	Somewhat Satisfied	Not Very Satisfied
Classroom Facilities			
All Faculty	42%	38%	20%
Full-time Faculty	37%	41%	22%
Part-time Faculty	46%	35%	18%
Laboratory Facilities			
All Faculty	45%	37%	18%
Full-time Faculty	42%	33%	24%
Part-time Faculty	48%	40%	13%
Office and Workspace			
Administrators	71%	29%	0%
Classified Staff	41%	29%	29%
All Faculty	47%	29%	24%
Full-time Faculty	54%	25%	21%
Part-time Faculty	37%	36%	27%

Participation in the Decision-Making Process

Several of the questions on the staff survey were designed to determine the extent to which staff members were aware of and involved in the decision-making process of their division, office, and college. Responses to these survey items pertaining to staff members' awareness of and participation in the decision-making process of the college are presented in this section of the report.

To What Extent Are Your Opinions, Suggestions, and Ideas Considered Seriously by Your Division Chair or Supervisor? President/Dean? Board of Trustees? As illustrated in Table 10, 85 percent of the administrators, 74 percent of the faculty,

and 57 percent of the classified staff felt that their division chair or immediate supervisor gave serious consideration to their opinions and suggestions. Full-time faculty were almost evenly divided on the extent to which they felt their opinions and suggestions were given serious consideration by the president or dean and by the Board of Trustees. Most administrators--but relatively few of the classified staff--believed that their suggestions were given a great deal of consideration by the president, dean or Board of Trustees.

TABLE 10

Response to the Question, "To What Extent Are Your Opinions, Suggestions, and Ideas Considered Seriously by..."

	A Great Deal/ Quite a Bit	Some	Very Little
Your Division Chair or Supervisor?			
Administrators	85%	15%	0%
Classified Staff	57%	26%	17%
All Faculty	74%	14%	12%
Full-time Faculty	75%	13%	12%
Part-time Faculty	73%	13%	12%
President/Dean?			
Administrators	77%	18%	5%
Classified Staff	17%	26%	57%
All Faculty	32%	34%	34%
Full-time Faculty	34%	35%	31%
Part-time Faculty	27%	33%	40%
Board of Trustees?			
Administrators	57%	29%	14%
Classified Staff	16%	38%	46%
All Faculty	27%	32%	41%
Full-time Faculty	28%	38%	34%
Part-time Faculty	26%	23%	51%

Are You Receiving Adequate Information in a Timely Manner? Most administrators (77%) and faculty members (76%) indicated that they usually receive information in a timely manner. While the majority of classified staff felt that they usually receive information in a timely manner, 36 percent did not believe this to be the case.

TABLE 11

Response to the Question, "Are You Receiving Information in a Timely Manner?"

	Usually	Not Often	Rarely	Not Sure
Administrators	77%	18%	5%	0%
Classified Staff	60%	18%	18%	4%
All Faculty	76%	9%	7%	8%
Full-time Faculty	69%	14%	11%	6%
Part-time Faculty	84%	5%	4%	11%

How Familiar Are You with the Way Decisions Are Made at this Institution? All of the administrators and 90 percent of the full-time faculty members reported that they were at least somewhat familiar with the way decisions are made at the college. While the majority of the part-time faculty and the classified staff indicated that they were familiar with the decision-making process, a sizable number of individuals in each of these groups indicated that they were not familiar with that process.

TABLE 12

Response to the Question, "How Familiar Are You with the Way Decisions Are Made at this Institution?"

	Familiar	Somewhat Familiar	Not Familiar
Administrators	82%	18%	0%
Classified Staff	20%	51%	29%
All Faculty	31%	46%	23%
Full-time Faculty	46%	44%	10%
Part-time Faculty	17%	48%	35%

How Clear and Specific Are the Goals and Objectives of Your Division or Office? The College? Most of the administrators, faculty, and classified staff felt that the goals and objectives of their division or office were very clear. Compared to the classified staff, full-time faculty and administrators were much more likely to indicate that they had a clear understanding of the goals and objectives of the college.

TABLE 13

Response to the Question, "How Clear and Specific Are the Goals and Objectives of Your Division Chair? The College?

	Very Clear	Somewhat Clear	Not Very Clear
Your Division/Office			
Administrators	88%	12%	0%
Classified Staff	63%	26%	11%
All Faculty	72%	9%	18%
Full-time Faculty	75%	7%	18%
Part-time Faculty	69%	13%	18%
The College			
Administrators	60%	20%	20%
Classified Staff	35%	30%	35%
All Faculty	55%	19%	26%
Full-time Faculty	60%	14%	26%
Part-time Faculty	49%	27%	24%

To What Extent Do College Budget Allocations Reflect the Objectives and Priorities of Your Academic Unit or Office? Seventy-five percent of the administrators, 58 percent of the classified staff, and 43 percent of the full-time faculty felt that the objectives and priorities of their academic unit or office are adequately reflected in the budget allocations of the college.

TABLE 14

Response to the Question, "To What Extent Do College Budget Allocations Reflect the Objectives and Priorities of Your Academic Unit/Office?"

	Very Great/ Considerable	Some	Very Little
Administrators	75%	19%	6%
Classified Staff	58%	31%	11%
All Faculty	49%	34%	17%
Full-time Faculty	43%	36%	21%
Part-time Faculty	54%	30%	16%

Satisfaction with College Governance

Respondents to the survey were asked to evaluate the role of faculty and staff in college committees, faculty involvement in the development of curriculum and class

schedules, and decisions made by the Board of Trustees. In addition, faculty members were asked to indicate the extent to which there was a clear delineation between the collective bargaining agent and the Faculty Senate. Answers to these questions are presented in Table 15.

Role of Faculty and Staff in College Committees. Seventy-five percent of the faculty and 76 percent of the classified staff noted that they were either satisfied or somewhat satisfied with their role in college committees.

Satisfaction with Decisions Made by the Board of Trustees. Of those who offered an opinion, most administrators, faculty, and classified staff members indicated that they were generally satisfied with the decisions made by the Board of Trustees.

Faculty Involvement in Curriculum Development and in the Scheduling of Classes. Eighty-five percent of the faculty reported that they were either satisfied or somewhat satisfied with their involvement in curriculum development. Eight in ten of the faculty reported that they were at least somewhat satisfied with their role in determining when classes are scheduled.

TABLE 15.

Faculty Satisfaction with Their Participation in College Governance[1]

	Satisfied	Somewhat Satisfied	Not Very Satisfied	No Opinion/ Not Applicable
The Role of Faculty in College Committees				
Administrators	64%	36%	0%	26%
Classified Staff	35%	50%	15%	61%
All Faculty	34%	43%	23%	29%
Full-time Faculty	35%	40%	25%	3%
Part-time Faculty	37%	40%	20%	54%
The Role of Staff in College Committees				
Administrators	50%	50%	0%	6%
Classified Staff	29%	46%	24%	24%
All Faculty	37%	41%	21%	45%
Full-time Faculty	45%	33%	23%	32%
Part-time Faculty	30%	48%	19%	60%
Decisions Made by the Board of Trustees				
Administrators	43%	50%	7%	6%
Classified Staff	13%	71%	17%	40%
All Faculty	30%	49%	21%	22%
Full-time Faculty	31%	50%	17%	11%
Part-time Faculty	29%	43%	29%	36%

[1]Percentages based on responses of staff members who had an opinion.

TABLE 15[1] (Continued)

	Satisfied	Somewhat Satisfied	Not Very Satisfied	No Opinion/ Not Applicable
Your Involvement in Curriculum Development				
All Faculty	61%	24%	15%	11%
Full-time Faculty	69%	19%	12%	6%
Part-time Faculty	53%	28%	19%	15%
Scheduling of Classes				
All Faculty	50%	29%	20%	7%
Full-time Faculty	55%	38%	20%	5%
Part-time Faculty	46%	32%	22%	10%

[1] Percentages based on responses of staff members who had an opinion.

Delineation of Function between the Collective Bargaining Agent and the Faculty Senate. Eighty-four percent of the full-time faculty believed that there was a clear delineation of function between the collective bargaining agent and the Faculty Senate. The remaining 16 percent of the full-time faculty did not feel the delineation of function between the two units was very clear.

Employer-Employee Relations

Staff members were asked to indicate how satisfied they were with their relations with each of the following: their division chair or supervisor, administrators, and members of the Board of Trustees. They were also asked to express their level of satisfaction with overall employer-employee relations at the college and with their opportunities for salary advancement. Responses to these questions appear in Table 16.

Satisfaction with Overall Employer-Employee Relations. Although the majority of staff members were generally satisfied with overall employer-employee relations at the college, 38 percent of the full-time faculty and 27 percent of the part-time faculty indicated that they were not very satisfied.

Relations with Division Chair or Immediate Supervisor. Close to 90 percent of the administrators, classified staff, and faculty reported that they were either satisfied or somewhat satisfied with their relations with their division chair or immediate supervisor.

Relations with Administrators. There was a lack of consensus among faculty and members of the classified staff concerning their relations with administrators. To illustrate, 30 percent of the full-time faculty stated that they were satisfied with their relations with administrators, 37 percent noted that they were somewhat satisfied, and 33 percent indicated that they were not very satisfied.

Relations with the Board of Trustees. Most administrators and full-time faculty reported that they were either satisfied or somewhat satisfied regarding their relations with the Board of Trustees. About one half of the classified staff and the part-time instructors did not feel they had sufficient information to venture an opinion about their relations with the board. However, of those who had an opinion, 73 percent of the classified staff and 56 percent of the part-time faculty indicated that they were at least somewhat satisfied with relations with the board.

Opportunities for Salary Advancement. The majority of faculty and classified staff noted that they were not very satisfied with their opportunities for salary advancement. Part-time instructors were the least satisfied with their opportunities for salary advancement.

TABLE 16

Satisfaction with Employee-Employer Relations[1]

	Satisfied	Somewhat Satisfied	Not Very Satisfied	No Opinion/ Not Applicable
Overall Employer-Employee Relations				
Administrators	40%	60%	0%	0%
Classified Staff	43%	37%	20%	7%
All Faculty	30%	39%	31%	2%
Full-time Faculty	24%	38%	38%	0%
Part-time Faculty	34%	39%	27%	3%
Relations with Your Division Chair/Immediate Supervisor				
Administrators	79%	14%	7%	7%
Classified Staff	63%	25%	12%	6%
All Faculty	73%	16%	11%	1%
Full-time Faculty	69%	19%	12%	0%
Part-time Faculty	75%	15%	10%	1%
Salary Advancement				
Administrators	15%	46%	38%	0%
Classified Staff	20%	22%	58%	18%
All Faculty	14%	25%	61%	10%
Full-time Faculty	18%	25%	37%	5%
Part-time Faculty	10%	24%	66%	15%
Relations with Administrators				
Administrators	60%	33%	7%	0%
Classified Staff	21%	52%	26%	20%
All Faculty	32%	40%	29%	5%
Full-time Faculty	30%	37%	33%	2%
Part-time Faculty	32%	42%	26%	9%

[1] Percentages based on responses of staff members who had an opinion.

TABLE 16[1] (Continued)

	Satisfied	Somewhat Satisfied	Not Very Satisfied	No Opinion/ Not Applicable
Relations with Board of Trustees				
Administrators	58%	25%	17%	20%
Classified Staff	27%	46%	27%	52%
All Faculty	31%	39%	30%	35%
Full-time Faculty	36%	43%	21%	23%
Part-time Faculty	24%	32%	44%	48%

[1]Percentages based on responses of staff members who had an opinion.

Satisfaction with Procedures for Selecting and Evaluating Faculty and Staff

Procedures for Selecting New Faculty. The majority of administrators and faculty was generally satisfied with the procedures for selecting new instructors. There was, however, a sizable minority of part-time (37%) and full-time faculty (28%) who stated that they were not very satisfied with the selection process.

Procedures for Evaluating Faculty. Eighty percent of the administrators and 41 percent of the part-time faculty indicated that they were not very satisfied with the procedures for evaluating faculty. Full-time faculty were divided among those who regarded the evaluation process as satisfactory (44%), somewhat satisfactory (33%), and not very satisfactory (27%).

Procedures for Selecting and Evaluating Staff. Most administrators, faculty, and classified staff were generally satisfied with the procedures for selecting and evaluating staff.

TABLE 17

Satisfaction with Procedures for Selecting and Evaluating Faculty and Staff[1]

	Satisfied	Somewhat Satisfied	Not Very Satisfied	No Opinion/ Not Applicable
Procedures for Selecting New Faculty				
Administrators	67%	22%	11%	36%
Classified Staff	36%	44%	20%	53%
All Faculty	43%	27%	30%	21%
Full-time Faculty	51%	21%	28%	3%
Part-time Faculty	32%	32%	37%	37%

[1]Percentages based on responses of staff members who had an opinion.

TABLE 17[1] (Continued)

	Satisfied	Somewhat Satisfied	Not Very Satisfied	No Opinion/ Not Applicable
Procedures for Evaluating Faculty				
Administrators	0%	20%	80%	23%
Classified Staff	52%	24%	24%	60%
All Faculty	32%	34%	34%	9%
Full-time Faculty	40%	33%	27%	2%
Part-time Faculty	25%	34%	41%	14%
Procedures for Selecting New Staff				
Administrators	57%	36%	7%	7%
Classified Staff	32%	43%	26%	15%
All Faculty	47%	30%	23%	35%
Full-time Faculty	52%	26%	26%	15%
Part-time Faculty	40%	37%	23%	55%
Procedures for Evaluating Staff				
Administrators	33%	53%	13%	0%
Classified Staff	35%	44%	21%	5%
All Faculty	35%	35%	31%	39%
Full-time Faculty	38%	25%	35%	22%
Part-time Faculty	30%	45%	24%	51%

[1]Percentage based on responses of staff members who had an opinion.

Participation in Voluntary Community Service Activities. Over 80 percent of the administrators and faculty, as well as 50 percent of the classified staff, reported that they are involved in voluntary community service activities. In fact, all but nine percent of the full-time faculty participate in such activities as clubs and organizations, cultural events, and lectures.

TABLE 18

Response to the Question, "Do You Give Any of Your Time to Voluntary Community Service Activities such as Clubs/Organizations, Cultural Events, and Lectures?

	Yes	No
Administrators	81%	19%
Classified Staff	50%	50%
All Faculty	83%	17%
Full-time Faculty	91%	9%
Part-time Faculty	75%	25%

Staff Perception of the Overall Quality of Education Provided to Students at Napa Valley College. When asked to indicate their overall impression of the quality of education provided to students at Napa Valley College, nearly all of the staff members believed it to be average or better. Well over half of the staff members rated the quality of education as above average or good.

TABLE 19

Response to the Question, "What Is Your Overall Impression of the Quality of Education Provided to Students at Napa Valley College?"

	Above Average/Good	Average	Below Average/ Inadequate
Administrators	57%	38%	5%
Classified Staff	67%	30%	3%
All Faculty	69%	24%	7%
Full-time Faculty	77%	14%	9%
Part-time Faculty	59%	34%	7%

What Suggestions Do You Have for Improving the Quality of Educational Programs and Services at the College?

Suggestions Made by Faculty. Close to 70 percent of the faculty members rated the overall quality of education provided to students at Napa Valley College as above average or good, 24 percent judged it as average, and only seven percent felt it was below average or inadequate. Despite these high ratings, 60 of the faculty members offered suggestions for improving the quality of educational programs and services provided by the college.

In no case did more than nine of the faculty members who responded to this question offer the same suggestion on how the quality of the instructional programs and services at the college could be improved. The three most common suggestions for improving the quality of the college's educational programs were (1) more and better academic counseling provided to students, (2) greater participation of faculty members in the decision-making process on issues that affect instruction, and (3) institution of a better system for evaluating faculty.

Suggestions Made by Classified Staff. All but three percent of the classified staff rated the overall quality of education provided to students at Napa Valley College as average or better. In fact, two thirds of the classified staff said that they believed the quality of education provided by the college was either above average or good.

Nineteen of the 60 staff members who completed the survey offered specific suggestions for improving the quality of educational programs and services provided by the college. The majority of comments focused on the following three areas: (1) the need to strengthen the system of evaluating the teaching effectiveness of the faculty, (2) provisions for training faculty members who need to improve their teaching skills, and (3) the need for more academic advisement and career counseling of students.

What Suggestions Do You Have for Improving the Quality of Decision Making, Administration, and Communication at Napa Valley College?

Suggestions Made by Faculty. Nearly all of the suggestions made by the 55 faculty members who responded to this question concerned the need for improved communication between the administration and staff. Most of the respondents to this item felt that the quality of decision making, administration, and communication at the college could be improved if part-time, as well as full-time, faculty members were advised, consulted, and involved in the decision-making process.

Two recommendations advanced by the faculty for improving communication at the college were (1) to hold more frequent information sessions on the state of the college and (2) to institute a newsletter from the president's office to explain such matters as actions and new policies approved by the Board of Trustees, upcoming changes in policies, announcements of new ad hoc committees, highlights of committee meetings, and discussions of major decisions that need to be made by the administration.

Suggestions Made by Classified Staff. Suggestions for improving the quality of decision making, administration, and communication at the college were provided by 19 of the 60 classified staff who participated in this survey. In general, the suggestions advanced by the classified staff were similar to those noted for the faculty. Nearly all of the comments called for the need for increased communication between the administration and staff.

Most of the 19 classified staff members who felt that some improvement in the communication and decision-making process was desirable offered the following suggestions: (1) administration should advise, consult, and involve the staff in decisions affecting the institution; (2) staff should be kept informed through newsletters and college forums regarding changes, educational issues, and activities taking place at the college; and (3) classified staff members should be actively involved in college committees.

Suggestions Made by Administrators. Seven of the 17 administrators who participated in the survey offered specific suggestions for improving the quality of decision making, administration, and communication at Napa Valley College. The majority of the comments focused on the desire of middle managers to become more aware of and more involved in the decision-making process.

RECOMMENDATIONS

The results of this study show that the majority of faculty, classified staff, and administrators are satisfied with most aspects of the college environment in which they work. The facilities, programs, and services available to students and staff were seen as adequate, and the decentralized governance structure in place at the college was judged to be working well. While generally favorable, the findings of this survey indicate that certain aspects of the college's operation could be strengthened. Recommendations stemming from this study on how particular policies and procedures of the college can be improved are advanced in this section of the report.

Strengthen Career Advisement and Student Job Placement Services. One of the support services in which the majority of faculty members thought improvements should be made was the career advisement of students. To a large extent, this concern is being addressed. The Career Center is being restructured this year so that the career advisement and job placement needs of students can be better served. The changes being made in the Career Center include the hiring of a new counselor and the restructuring of work assignments of existing staff. These changes will enable the Career Center staff to implement their plans for increasing the number of students who receive career advisement and job placement services. Activities of the revamped Career Center will include sponsoring workshops on career-related topics, encouraging employers to visit Napa Valley College to interview students for possible employment at their companies, and implementing a job placement service for students about to graduate.

Recommendation 1. In addition to the efforts of the Career Center staff, the college faculty--particularly those in the occupational programs--should make a concerted effort to invite practitioners to the campus to discuss career opportunities in their fields and, when appropriate, to interview students for jobs at their firms.

Expand the Role of Faculty in the Academic Advisement of Students. The overwhelming majority of respondents to the staff survey thought that faculty members should be directly involved in providing academic advisement to students majoring in their fields. To a large degree, faculty advisement of students already takes place at the college, but it is done on an informal basis. Assigning students to a faculty advisor in their field of interest would do much to promote retention at the college. Research studies demonstrate that faculty concern for students is the most important factor in determining whether or not a student decides to remain in college. Encouraging students to meet with faculty advisors on a regular basis to review their academic progress would further distinguish us from other postsecondary education institutions as a college that provides personal attention to its students.

Recommendation 2. The Academic Affairs Committee and the Student Affairs Committee should be asked to explore the feasibility of establishing a faculty-student academic advisement program. Such a program might include the following components: (1) interested faculty would be assigned as the academic advisors to students majoring in their field or to students who do not have a declared major but are

interested in transferring to a four-year college or university; (2) faculty advisors should be provided with training and materials needed to provide their advisees with accurate information; and (3) advisement of students should be incorporated into the faculty members' workload assignment.

Provide Part-Time Faculty with More Information about the Academic Support Services Available at the College. One third or more of the part-time instructors indicated that they were not familiar with such essential student academic support services as academic advising and counseling, tutoring, the Writing Lab, materials in the library related to their courses, and career advising. The more familiar instructors are with the college's academic support services, the more likely they will be to encourage their students to take advantage of such services.

Recommendation 3. The college should carefully monitor its procedures for ensuring that part-time faculty members become familiar with the academic support services available at the college. These procedures include reviewing academic support service programs during the part-time faculty orientation sessions, providing part-time instructors with brochures about the programs, and encouraging instructors to have their students make use of needed support services.

Increase Professional Development Opportunities for All Staff. Faculty, classified staff, and, to a lesser extent, administrators expressed a need for increased opportunities to participate in professional development activities. High on the list of professional development opportunities that faculty would like to have available at the college were more money and time to attend professional conferences, workshops, and seminars; support to conduct research projects; and release time to take courses for academic and professional update. Classified staff members were interested in having available courses and workshops that they could take for professional update and career advancement. Administrators expressed the need to have more funds available to attend workshops and conferences.

Recommendation 4. A percentage of the college budget should be earmarked for professional development activities. Inasmuch as possible, the professional development activities should be related to helping the college achieve one of its institutional objectives established for the year. A certain portion of the funds should be devoted to developing innovative instructional materials to enhance the effectiveness of the learning process.

Recommendation 5. Each year the college should sponsor a series of professional development activities that are designed to foster skills needed to achieve an important institutional objective. The workshops could focus on such topics as retention of students, marketing programs to different segments of the population, promoting transfer education, incorporating computers into instructional programs, writing across the curriculum, and uses of innovative instructional technologies.

Recommendation 6. Classified staff members should be encouraged to attend classes and workshops that will help them advance in their jobs. Reassigned time should be

provided so that they can participate in activities that will result in professional growth.

Incorporate Use of Computers and Computer-Assisted Instruction in All College Programs. Nearly eight in ten of the full-time faculty expressed interest in using computers and computer-assisted instructional materials in their courses. Interest in computers was especially high among faculty in the technical programs, the health occupations, the sciences, mathematics, and business. Software is available for most college-level subject areas. The educational software has exhibited marked improvement in the past few years, and it is being incorporated into the curricula of an increasing number of high schools, colleges, and universities. Given the widespread use of computers in all phases of society, it is important for the college to increase its use of this technology.

Recommendation 7. Each division should establish a committee to explore the use of computers and computer-assisted instructional materials in their programs. Appropriate computer software packages need to be identified, and plans for incorporating computers into the curriculum should be developed. This information can be used to develop a college-wide plan for increase the use of computers. Funds need to be budgeted to implement the plan.

Improve Ambience of the College Cafeteria. The cafeteria was judged to be either somewhat adequate or not adequate by the majority of the college's staff members. The appearance of the seating area of the cafeteria is somewhat of an institutional embarrassment. Tables are not kept clean, many of the chairs are broken, and the room has the appearance of being cold, institutional looking, and disorderly. Given the absence of a college center, the cafeteria represents the only facility on campus where students and staff can congregate. An attractive, cheerful, and inviting cafeteria would do much to increase the use of this facility by students and staff alike.

Recommendation 8. The college should devote funds necessary to upgrade the seating area of the cafeteria. Tables to accommodate groups of four, six, and eight need to be purchased, and cheerful fixtures and room dividers should be acquired. The cafeteria ought to be a place where students and staff could display their artwork and photographs. The facility could also be used by students in the music program who wish to gain experience performing in a restaurant-style setting.

Increase Efforts to Acquire Needed Equipment for Instructional Programs through Grants and Industry Equipment Donation Programs. Four fifths of the faculty reported that the equipment in their instructional program was either adequate or somewhat adequate. However, when asked to identify the kinds of equipment needed to provide their students with state-of-the-art training, one third of the faculty listed instructional equipment that they thought would benefit the students in their programs. The college is committed to acquiring needed instructional equipment, but its ability to do so has been restricted by limited budget allocations from the state. If the college is to keep the equipment used in the

educational programs up to date, it will have to supplement its own resources with external sources of funds, such as grants and equipment donations. Many companies are willing to donate equipment to colleges and universities.

Recommendation 9. Faculty should work closely with representatives from the administration to seek instructional equipment from companies that manufacture and/or use the type of equipment needed. In addition, college staff members should increase their efforts in applying for grants to help support their programs.

Increase Information Provided to Classified Staff about College-Related Matters. It is important that the classified staff be aware of and take part in the decision making process. Many of the classified staff members recognize the importance of being kept abreast of developments taking place at the college and the need to increase their level of involvement in the on-going life of the institution. When asked how the quality of decision-making and communication could be improved at the college, they offered a variety of suggestions. These suggestions have been incorporated into the following recommendations.

Recommendation 10. Supervisors should be encouraged to meet with classified staff members in their unit on a regular basis to review issues that are related to the college. Topics to be discussed at these meetings could include changes in college policies, progress reports on activities of the various college governance committees, actions taken by the Board of Trustees, and major educational issues and trends that may affect the institution.

Recommendation 11. Classified staff should be encouraged to participate in existing college governance committees. A system of rotating the membership of committees would do much to ensure that a greater number of staff members take part in the governance of the college.

Increase the Level of Communication between the Faculty and the Administration. Although the majority of faculty are satisfied with their role in the governance of the institution, some expressed a desire for greater participation in the decision-making process.

Recommendation 12. The decentralized governance structure in place at the college is working well, and it should be maintained. However, the communication process could be strengthened by giving a greater number of faculty members more opportunities for direct input into the decision-making process. This can be accomplished by increasing the number of faculty members who serve on the college's governance committees. A system of rotating the membership of committees would do much to ensure that a greater number of faculty members take part in the governance of the college.

CONCLUSIONS

Most of the faculty, classified staff, and administrators polled in this study rated the quality of education provided to students at Napa Valley College as above average. This corresponds to what was learned from surveys conducted in Fall 1984 in which the vast majority of students and Napa County residents rated the quality of education provided by Napa Valley College as good or excellent.

The high ratings assigned to the college's educational programs are corroborated by the results of this study, which show that most of the college's staff members were satisfied with the programs, services, facilities, policies, and procedures of the institution.

NAPA VALLEY COLLEGE

FALL 1984 SURVEY OF STAFF

Directions: The information you supply on this questionnaire will be kept confidential. The data you supply will be summarized with the responses of other individuals, and will be used primarily for research and planning purposes. Please complete the enclosed questionnaire as soon as possible, and return it to Office of Instruction & Student Services no later than November 21.

1. How adequate do you find each of the following programs and services at the college? Check the appropriate response for each item.

	Adequate	Somewhat Adequate	Not Adequate	No Opinion/Not Applicable
1. Materials in the library for your classes	___	___	___	___
2. Materials in the library for your professional use	___	___	___	___
3. Audiovisual equipment and services	___	___	___	___
4. Academic advising/counseling	___	___	___	___
5. Career advising for students	___	___	___	___
6. Tutoring services	___	___	___	___
7. Writing lab	___	___	___	___
8. Clerical support	___	___	___	___
9. Printing and duplicating	___	___	___	___
10. Bookstore	___	___	___	___
11. Cafeteria	___	___	___	___
12. Cultural activities and programs at the college	___	___	___	___
13. Student government	___	___	___	___

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(1. continued...)

	Adequate	Somewhat Adequate	Not Adequate	No Opinion/Not Applicable
14. Special Services (Handicapped)	___	___	___	___
15. Maintenance of buildings & grounds	___	___	___	___
16. Cleanliness of classes & office space	___	___	___	___

2. How satisfied are you with the following student services?

	Satisfied	Somewhat Satisfied	Dissatisfied	No Opinion/Not Applicable
1. Admissions procedures	___	___	___	___
2. Registration procedures	___	___	___	___
3. Grade reporting	___	___	___	___
4. English placement tests given in SOAAR program	___	___	___	___
5. Mathematics placement tests given in SOAAR program	___	___	___	___

3. How satisfied are you with the opportunities for professional development available at the college?

___ 1. Satisfied

___ 2. Somewhat satisfied

___ 3. Not satisfied

4. What professional growth opportunities do you think should be available at the college? Please specify.

_____

_____

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5. How adequate is the equipment in your instructional program or office?

___ 1. Adequate

___ 2. Somewhat adequate

___ 3. Not adequate

___ 4. Does not apply to my program/office

6. What equipment is needed to provide your students with state-of-the-art training? Please specify. If you are not an instructor, please go to the next question.

_____

7. To what extent are your opinions, suggestions, and ideas considered seriously by:

	A Great Deal	Quite A Bit	Some	Very Little
1. Your division chair or supervisor	___	___	___	___
2. President/Deans	___	___	___	___
3. The Board of Trustees	___	___	___	___

8. Are you receiving adequate information in a timely manner?

___ 1. Usually

___ 2. Not often

___ 3. Rarely

___ 4. Not sure

9. How familiar are you with the way decisions are made at this institution?

___ 1. Familiar ___ 2. Somewhat familiar ___ 3. Not familiar

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10. How clear and specific are the goals and objectives of:

	Very Clear	Not Very Clear	Somewhat Clear
Your division/office?	___	___	___
The college?	___	___	___

11. To what extent do college budget allocations reflect the objectives and priorities of your academic unit/office?

___ 1. Very great

___ 2. Considerable

___ 3. Some

___ 4. Very little

12. How satisfied are you with:

	Satisfied	Somewhat Satisfied	Dissatisfied	No Opinion/Not Applicable
1. Overall employer-employee relations?	___	___	___	___
2. Relations with your division chair/immediate supervisor?	___	___	___	___
3. Procedures for selecting new faculty?	___	___	___	___
4. Procedures for selecting new staff?	___	___	___	___
5. Procedures for evaluating faculty?	___	___	___	___
6. Procedures for evaluating staff?	___	___	___	___
7. Salary advancement?	___	___	___	___

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(12. continued...)

	Satisfied	Somewhat Satisfied	Dissatisfied	No Opinion/Not Applicable
8. Relations with administrators?	___	___	___	___
9. Relations with the Board of Trustees?	___	___	___	___
10. The role of faculty in college committees?	___	___	___	___
11. The role of staff in college committees?	___	___	___	___
12. Decisions made by the Board of Trustees?	___	___	___	___
13. Classroom facilities?	___	___	___	___
14. Laboratory facilities?	___	___	___	___
15. Office and workspace?	___	___	___	___
16. Your involvement in curriculum development?	___	___	___	___
17. Scheduling of classes?	___	___	___	___
18. Public safety?	___	___	___	___

13. Would you be interested in using computers and computer-assisted instructional materials for your classes?

___ 1. Already use computers

___ 2. No, no need.

___ 3. Yes, I would be interested.

14. Do you think faculty members should be directly involved in providing academic advisement for students majoring in their field?

___ 1. Yes ___ 2. No ___ 3. Not sure

15. To what extent is there a clear delineation of function between the collective bargaining agent and the Faculty Senate?

___ 1. Clear

___ 2. Somewhat clear

___ 3. Not clear

___ 4. Not sure/Not applicable

16. What is your overall impression of the quality of education provided to students at Napa Valley College?

___ 1. Above average

___ 2. Good

___ 3. Average

___ 4. Below average

___ 5. Inadequate

17. Do you give any of your time to voluntary community service activities such as clubs and organizations, cultural events, lectures, etc.?

___ 1. Yes ___ 2. No

18. What suggestions do you have for improving the quality of educational programs and services provided by the college? Please indicate in the space below.

19. What suggestions do you have for improving the quality of decision making, administration and communication at Napa Valley College? Please indicate in the space below.

20. How long have you been employed at the college?

_____

Are you a: ___ 1. Faculty member

___ 2. Classified staff member

___ 3. Administrator

Are you employed: ___ 1. Full-time

___ 2. Part-time

21. Which division or office are you a part of?
Check only one response.

___ 1. Business & Computer Science

___ 2. Fine & Performing Arts

___ 3. Language/Developmental Studies

___ 4. Liberal Arts

___ 5. Science/Mathematics

___ 6. Physical Education

___ 7. Health Occupations

___ 8. Technical

___ 9. President's Office

___ 10. Office of Instruction

___ 11. Business Office (includes D/P)

___ 12. Student Services

___ 13. Community Education (includes Special Services)

___ 14. Maintenance & Operations

___ 15. Other _____

THANK YOU FOR YOUR HELP!

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